

Particular Features of Interrelation of Motivation, Values and Sense of Life's Meaning as Subjective Factors of Individualizing Trajectory in the System of Continuous Education

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ABSTRACT

The relevance of the problem under study is based on the fact that, as regards methodological and theoretical aspects, the problem of value and motivational sphere is poorly elaborated regarding the interrelation between professional education and professional activity and on the empirical level there is no clear understanding of how the sense of purpose of life and own professional values is related to the professional motivation. The aim of the article is to identify the specific features of the interrelation and effects of meaning of life to the professional values and motivation. The leading method of research is questionnaire method which makes it possible to identify the following: level of sense of life's purpose - method of life-meaning orientations, specific features of professional motivation - method "Motivation of professional activity" and method "Level of correlation between value and availability of value". The article presents and discusses the results of empirical study of the interrelation between professional values, professional motivation and life-meaning orientations, as well as the effects of the level of life's meaning on professional motivation. The practical value is the possibility to use the results of the research in developing programs for correcting and increasing professional motivation, as well as for developing technologies of psychology-pedagogical assistance to sense-making and professional self-identification in projecting and implementing individual educational trajectories in the continuous vocational education system. The article can be useful for specialists in professiology, teachers of technical subjects and professional consultants for forecasting professional development of a person.

KEYWORDS

Advanced training in the continuous education system, life-meaning orientations, professional motivation, professional values, sense of life's purpose

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Introduction

The system of continuous education is intended to solve not only the problem of reproduction and growth of highly-qualified staff within the context of socio-technological uncertainty and variability but also to form a person's need to grow beyond own professional competency even by making certain efforts. In spite of the fact that the discussions on the subject of the continuous education system started in the 1970s, its main function was believed to be ensuring the continuity of different forms and types of education (Vladislavlev, 1978; Gorokhov & Kokhanova, 1987; Zinchenko, 1990). Changes of a subject, a person were regarded more as a condition, for example, age peculiarities, and as a result – forming of professional expertise, skills and knowledge, than as a driving force of professional development. Globalization was the reason in many aspects to review the professional-educational activity of a person as simple mastering of continuous programs of different educational institutions. Unification of results and procedures of educational processes is necessary and is intended to ensure the quality and continuity of education but its content should become more variative and create prerequisites for dynamically changing qualification stipulated by actual and forecast needs of the society and certain people (Masalimova & Chibakov, 2016). Such task, along with understanding of social need, requires the whole ideology, as well as appropriate information and technological support of the social processes of involving a person in job and professional spheres. It is obvious that in this case serious scientific and practical work with value-content and motivational personality spheres is required – these spheres are quite poorly presented in the concepts of professional establishment and development and on practical application levels often have no empirical verification.

In view of the above, there arises the necessity to re-think and generalize different approaches and views on the problem of value-motivational sphere of a person in order to determine how the sense of life's meaning is linked to his professional motivation, professional values and, in general, with socio-professional and educational activity.

Currently there are two points of view. According to one of them, by functional place and role in the structure of motivation personal values are related to the class of steady motivations whose motivating action is not limited by a specific activity or a specific situation, and values according to that theory correspond with a person's life activity in general and are quite stable. According to the other, the function of values is to regulate behavior as conscious action in social conditions. The specifics of values' effect are that they function not only as ways to rationalize behavior, their effect covers not only the higher structures of the conscience but also those structures that are usually defined as subconscious. They determine the purpose of will, attention and intellect. Thus, according to several researchers, person's values are one of the main reasons of his motivation, activity and regulation of behavior.

According to D.A. Leont'ev (2007), needs, motives and value orientations are the main sources of person's motivation as they perform one and the same function in motivating behavior but have different specific structural features and different mechanisms. Needs and motives are created on the basis of "personal" relations with the world while values, on the contrary, are taken by a person as a member of different social groups, from a family to mankind in



general in functioning of which he is involved. According to D.A. Leontyev (2007), by functional place and role in the structure of motivation personal values are related to the class of steady motivations whose motivating action is not limited by a specific activity or a specific situation, and values according to that theory correspond with a person's life activity in general and are quite stable.

Similar point of view is expressed in the dispositional concept of regulating a person's social behavior by V.A. Yadov (2000) which defines various relations of motives and value orientations. According to the author, a motive may correspond to the general direction of a person but not to value orientation related to an act of behavior, in contrast to which the main function of value orientations is to regulate behavior as conscious action within social conditions.

When studying role of motives and value orientations in regulating a person's behavior, A.G. Zdravomyslov (1998) stated that the mechanism of value orientations' acting is related to solving conflicts and contradictions in the motivational sphere of a person and is expressed in the fight between duty and desire. The author, in contrast to V.A. Yadov (2000), states that the "specifics of value orientations acting is that they function not only as ways to rationalize behavior, their effect covers not only the higher structures of the conscience but also those structures that are usually defined as subconscious. They determine the purpose of will, attention and intellect".

Thus, the system of values and value orientations determines one's behavior in the most significant situations of a person's social activity in which a person's attitude towards life activity's goals is manifested, as well as towards means to satisfy those goals and to such circumstances of life that can be determined by the general social conditions, type of society, the system of its economic, political and ideological principles. Social values, seen from the perspective of individual life activities, are a part of a person's psychological structure as personal values which are one of the sources of conscious behavior motivations.

Generalization of psychological understanding of the interrelation of values, motivation, needs and sense of life's meaning is a theoretical and methodological basis in the implementation of the continuous education system and projecting individual professional-educational trajectories within the context of scientific-applied approach. On the practical level this is not only formulating requirements to the result and quality of professional-educational process and psychology-pedagogical assistance but also actual need of people for sense of meaning of the social-professional sphere of their own lives. On the empirical level large-scale research is required aimed at studying the interrelation of needs, professional motivation and values of subjects of professional education with different social-professional characteristics – at different educational levels, of different age, training area etc. The present research is private and can be considered as pilot for this problem.

Materials and Methods

Research methods

The following methods were used in the research: theoretical (analysis, synthesis, specification, generalization); methods of receiving empirical data:

method of life-meaning orientations by D.A. Leontyev (2000), specific features of professional motivation – method “Motivation of professional activity” by C. Zamfir (1983) as interpreted by A.A. Rean (2006) and method “Level of correlation between value and availability of value” by E.B. Fantalova (2001) as interpreted by A.A. Sharov (2013) for assessing professional values; methods of mathematical statistics: Mann – Whitney U-test, correlation analysis, single-factor dispersion analysis, and analysis of graphic display of results.

Experimental research base

The experimental base for the research was the Ural State Vocational University. Part-time students of the University for psychology-pedagogical and engineering training: men (n=148).

Investigation stages

The research was performed in three stages:

During the first stage the theoretical analysis of the existing methodological approaches in philosophical, psychological and pedagogical scientific literature was performed, as well as in the candidate's these on the problem; the problem, aim, particular tasks and research methods stated, the plan of empirical research drawn up;

During the second stage the empirical research was carried out, the conclusions received during the empirical part of the research were analyzed, checked and specified;

During the third stage the empirical part of the work was completed, the theoretical and practical conclusions were specified and the results generalized and systematized.

Results and Discussions

Conclusion on the characteristic features of professional motivation

Correlation IM>EPM>ENM is further considered to be the best structure of motivational complex or the best motivation, where IM is internal motivation, EPM is external positive motivation and ENM is external negative motivation.

Correlation ENM>EPM>IM is further considered to be the worst structure of motivational complex or the worst motivation, where IM is internal motivation, EPM is external positive motivation and ENM is external negative motivation

Other variants of correlations of IM, EPM and ENM are considered to be interim motivational complex, where IM is internal motivation, EPM is external positive motivation and ENM is external negative motivation.

One of the characteristic features of the studied group is that internal motivation IM prevails. The studied sampling group has the best professional motivation IM>EPM>ENM=4,2264>4,0881>3,1226. This is Xaverage – average values of all the sampling group (Figure 1).

Yet it should be noted that out of all sampling group only 61 person have the best professional motivation IM>EPM>ENM= 5,0000>4,3750>2,5625, 6 people have the worst motivation: ENM>EPM>IM=5>4,33>3,5 and 81 person have interim motivational complex: IM< EPM>ENM=3,8833<4,0444>3,6000.

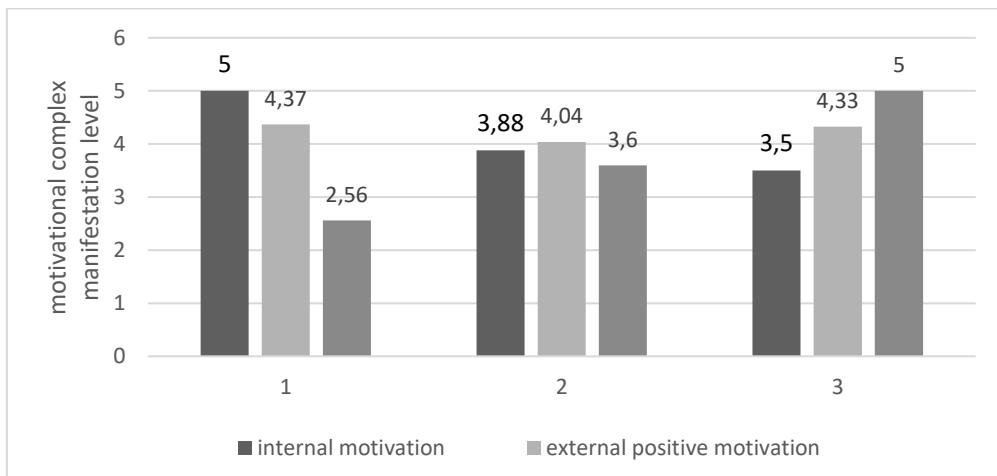


Figure 1. Levels of motivation types manifestation at groups with different motivation complex.

The subsample with the best structure of the motivational complex will be called **subsample 1** and the subsample with the interim motivational complex will be called **subsample 2**. The group with the worst motivational complex will not be used further due its small size.

Thus, for the sampling group in general and the subsample 1 ($n=61$) with the best motivational complex IM>EPM>ENM the activity by itself is more important than the pursuance of satisfying other needs that are external as related to the content of the activity (motives of social prestige, salary etc.). The received ratio IM > EPM > ENM belongs to the best, optimal motivation complexes. What is important for subsample 2 ($n=81$) with interim motivation complex is not so the activity by itself as the pursuance of satisfying other needs that are external as related to the content of the activity (motives of social prestige, salary etc.). Characteristic of this subsample is the prevalence of the external positive motivation EPM. Driving forces in a work activity of a person with the worst motivation are various sanctions, punishments etc.

Conclusion on the characteristic features of the life orientations' meaning

In order to determine the characteristic features of life-meaning orientations we used the "Test of life-meaning orientations" by D.A. Leontyev (2000). As a result, we received the following results for all the sampling group (148 persons):

1. The scale of life's goal: $X_{av.}=32,84$. This value fall within the standard value of $32,90\pm 5,92$ for men and $29,38\pm 6,24$ for women set by D.A. Leontyev (2000). $Mo=36,00$, $X_{min}=8$, $X_{max}=42$, $range=34$. These data confirm that the ratees have definite goals for the future that make life meaningful, directed and having the time perspective.

2. Life process or interest and emotional saturation of life. $X_{av.}=31,4151$. These results also fall within the standard. The range of values is from 16 to 42, often we have the value of $Mo=28$. This shows that the ratees perceive the

process of their lives as interesting, emotionally saturated and filled with meaning.

3. Life's results or satisfaction with self-actualization: $Xav.=26,9057$. This average value falls within the standard. The range of values is from 17 to 35, often we have the value of $Mo=24$. These data show that the ratees in general are satisfied with their lives.

4. Locus of control – I: $Xav.=22$. This average value falls within the standard. The range of values is from 10 to 28, often we have the value of $Mo=25$. These data show that in general the ratees are self-confident, possess enough freedom of choice in order to build their lives in accordance to their own goals and concepts of its meaning.

5. Locus of control – life: $Xav.=30,1698$. This average value falls within the standard. The range of values is from 17 to 42, often we have the value of $Mo=27$. These data show that the ratees are sure that a person can control his life, take free decisions and implement them.

Thus, the sampling group is characterized by being goal-oriented, interested in life itself, satisfied with their lives, self-confident and sure of the possibility to control their lives and build it according to their goals.

Distinctive features of subsamples with different professional motivation

During the first stage, in order to select the methods of mathematical processing, the normalcy of distribution was checked using the Kolmogorov – Smirnov method, the results of the analysis are shown in Table 1.

Table 1. Checking for normalcy of distributing of life-meaning orientations' and motivation scales using the single-choice criterion by Kolmogorov - Smirnov (n=148)

Scales	Statistics Z by Kolmogorov - Smirnov	P - asymptotic significance (two-sided)
Goals in life	,134	,018
Process of life	,081	,200
Productivity of life	,096	,200
Locus of control - I	,136	,016
Locus of control - life	,101	,200
Sense of life's meaning	,076	,200
Internal motivation	,243	,000
External positive motivation	,133	,020
External negative motivation	,143	,009

As can be seen, for some scales the results reach the statistical significance, so the distributions statistically differ from the standard, so in order to compare the level of expression we have used non-parametric Mann-Whitney U-test for independent samples (Table 2).

It was found that between the subsamples there are significant differences in the following scales: internal motivation, external negative motivation, life goals, process of life or interest and emotional saturation of life, life's productivity or satisfaction with self-actualization, locus of control – life and sense of life's meaning.



Table 2. The results of the Mann-Whitney U-test for comparison of independent samples of subsamples 1 and 2.

	Mann-Whitney U-test	Asymptotic significance (2-sided)	Average range n1	Average range n2
Internal motivation	136,000	,000	35,32	20,03
External positive motivation	303,000	,611	27,73	25,60
External negative motivation	159,000	,001	18,73	32,20
Goals in life	221,500	,044	31,43	22,88
Process of life	214,500	,032	31,75	22,65
Productivity of life	187,000	,008	33,00	21,73
Locus of control - I	263,000	,213	29,55	24,27
Locus of control - life	220,000	,041	31,50	22,83
Sense of life's meaning	201,500	,017	32,34	22,22

Taking into account the results it can be concluded that ratees from subsample 1 with the best motivation are more goal-oriented than ratees from subsample 2 who do not have the best motivation; the process of life for ratees of subsample 1 is more meaningful, they are more satisfied with their lives, are more inclined towards controlling their lives, taking decisions freely and implement them in accordance with their goals than ratees from subsample 2. These differences are statistically significant and are not accidental.

Conclusion on the characteristic features of value selection

In order to define professional values, we have taken the method "Level of correlation between value and availability of value" by E.B. Fantalova (2001) as interpreted by A.A. Sharov (2013). To all the sampling group was proposed to compare each value to all the others and to select a more significant one. As a result, we have received a hierarchy of values each of which has taken place in the hierarchy according to the priority of values' significance for a ratee. Table 3 shows the hierarchy of values.

Table 3. Hierarchy of professional values in the general sample (n=148)

Nº	Number of value in the method	Xav.	Value
1	2	6,905	High salary
2	9	6,566	Comfortable job conditions
3	8	6,2453	Competent leader
4	7	6,0377	Work with like-minded colleagues
5	10	6	Convenient working hours
6	3	5,9623	Possibility of career growth
7	5	5,4906	Prestige of the profession
8	11	4,7736	Work with the possibility to communicate with a lot of people
9	4	4,717	Clearly described work process
1	6	4,6415	Possibility to have social package

1	12	4,5849	Content of professional activity
1	1	4,0755	Job in one's degree field

The table shows that for the sampling group in general such values are significant as salary, comfortable job conditions, competent leader and work with like-minded colleagues. The less significant are clearly described work process, possibility to have social package and content of professional activity. The least significant is job in one's degree field. Further we evaluated the ratio between significance and availability of values the difference between which characterizes the condition of internal conflict. Figure 2 shows the ratio of values and their availability.

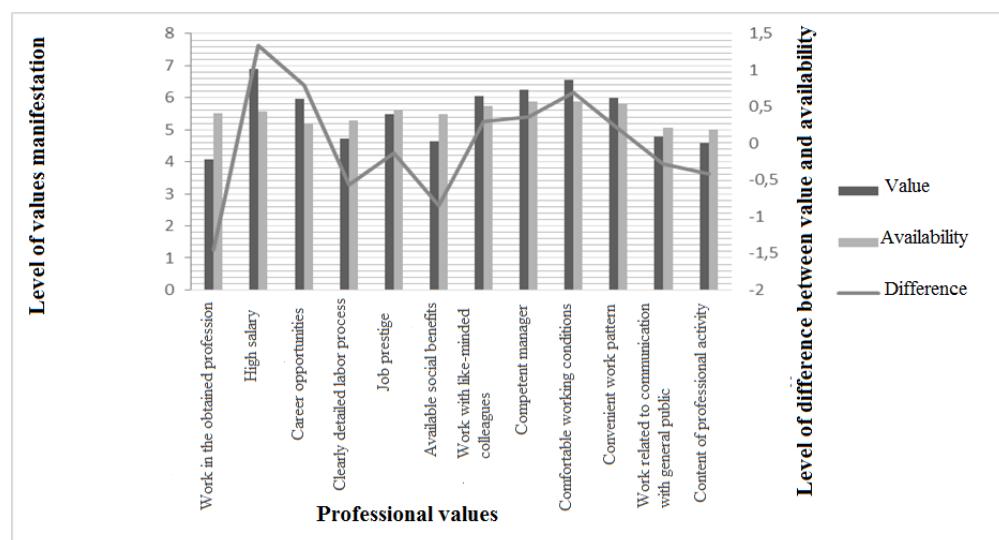


Figure 2. Diagram of ratio of values and their availability for the sampling group in general (n=148)

The diagram shows that the significance of such values as High salary, Comfortable job conditions, Competent leader, Work with like-minded colleagues, Convenient working hours and Possibility of career growth is higher than their availability. This means that these professional values are completely unsatisfied. For other values, such as Prestige of the profession, Work with the possibility to communicate with a lot of people, clearly described work process, Possibility to have social package, Content of professional activity and Job in one's degree field, are characterized by higher availability. These values are at the end of the hierarchy. Thus, the values which are more significant for the sampling group are less available and vice versa.

Let us compare the specific features of professional values of group with the best motivation (subsample 1) and of group with mixed motivation (subsample 2). The range hierarchies are presented in different table s, highest to lowest. Table 4 shows the hierarchy of values of the subsample with the best motivation.

Table 4. Hierarchy of values of the group with the best motivation (n=61)



No. of value in the method	Xav.	Value
2	7,2727	High salary
9	7,2273	Comfortable job conditions
8	6,9091	Competent leader
3	6,4091	Possibility of career growth
5	5,7273	Prestige of the profession
7	5,5455	Work with like-minded colleagues
10	5,4545	Convenient working hours
4	4,8636	Clearly described work process
12	4,5909	Content of professional activity
1	4,0455	Job in one's degree field
11	4	Work with the possibility to communicate with a lot of people
6	3,9545	Possibility to have social package

Table 5 shows the hierarchy of values of the subsample with the mixed motivation (n=81)

Table 5. Hierarchy of values of subsample 2

No. of value in the method	Xav.	Value
2	6,6452	High salary
7	6,3871	Work with like-minded colleagues
10	6,3871	Convenient working hours
9	6,0968	Comfortable job conditions
8	5,7742	Competent leader
3	5,6452	Possibility of career growth
5	5,3226	Prestige of the profession
11	5,3226	Work with the possibility to communicate with a lot of people
6	5,129	Possibility to have social package
4	4,6129	Clearly described work process
12	4,5806	Content of professional activity
1	4,0968	Job in one's degree field

If we compare subsamples 1 and 2 by significant values, we can see that hierarchies slightly differ in value Xav. Thus, for subsample 1 with the best motivation the most significant are such values as competent leader and possibility of career growth while for subsample 2 more significant are Work with like-minded colleagues and Convenient working hours. Comfortable job conditions and salary have equal value for both subsamples. Graphic display of the ratio between significance and availability of values for group with the best motivation is shown on Figure 3, and for group with mixed motivation – on Figure 4.

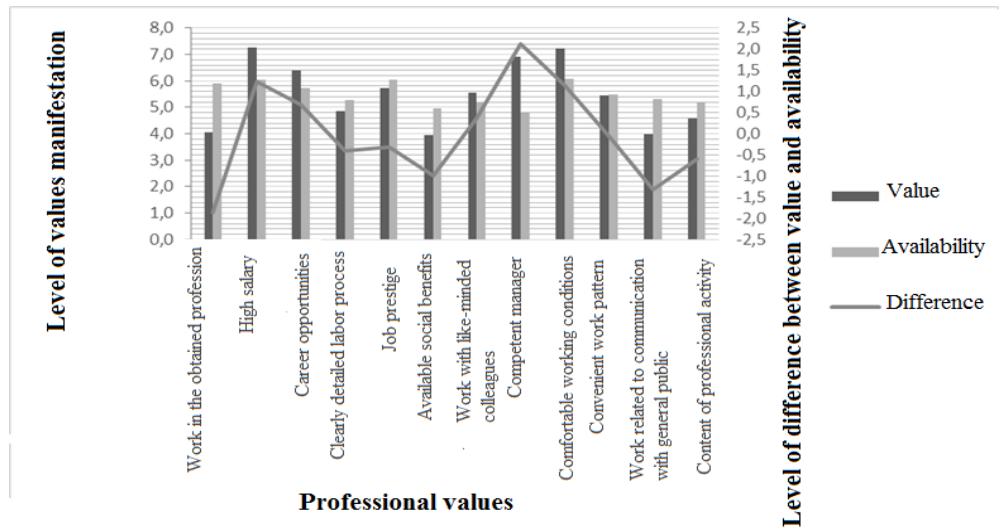


Figure 3. Diagram of the ratio between significance of values and their availability for sampling group with the best motivation (n=61)

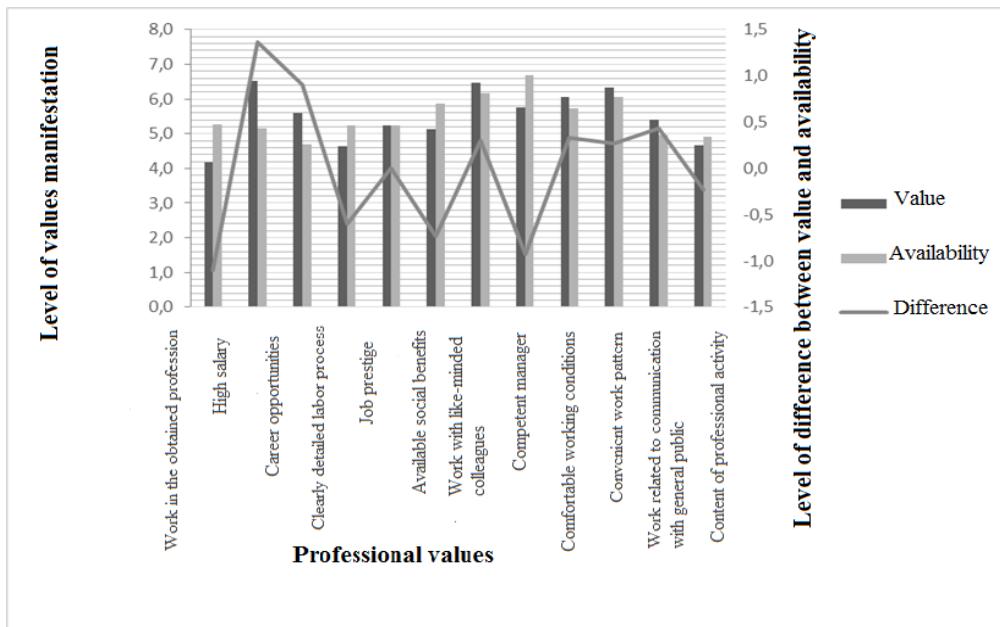


Figure 4. Diagram of the ratio between significance of values and their availability for sampling group with mixed motivation (n=81)

If we compare two diagrams we can see differences in the average value. Thus, for subsample 1 incomplete satisfaction/availability of such values as competent leader, high salary, work with like-minded colleagues, comfortable work conditions, the possibility of career growth and clearly described work process are characteristic. Other professional values are available. In contrast to



subsample 1, such professional values as competent leader and clearly described work process are available for subsample 2. Also in contrast to subsample 1, such values as convenient working hours and work with the possibility to communicate with a lot of people are insufficiently available for subsample 2. Thus, system of values and value orientations determines behavior in the most significant situations of a person's professional activity.

Results

The correlation analysis was performed using the Spearman rank correlation coefficient.

During the correlation analysis we identified the interrelation between the internal motivation IM and such scales of the Life-Meaning Orientations Test by D.A. Leontyev (2000) as process of life PL ($r=0,303$. $p=0.027$), locus of control – I ($r=0,280$. $p=0.042$). No interrelation between the IM and 12 professional values presented in the method by E.B. Fantalova (2001) have been identified.

This means that the interest in life, emotional saturation of life, self-confidence and having enough freedom of choice to build one's life in accordance with one's goals are linked to the internal motivation.

We also stated the link between the external positive motivation EPM and the process of life of the method Life-Meaning Orientations Test by D.A. Leontyev (2000) ($r=0,445$. $p=0.001$), life's results ($r=0,279$. $p=0.043$). EPM correlates with IM. Also EPM is linked to such professional values as prestige of profession ($r=0,302$. $p=0.0028$) and work with the possibility to communicate with a lot of people ($r=0,283$. $p=0.04$). EPM is also linked to the conflict of ratio of the value "possibility of career growth" and its availability ($r=0,283$. $p=0.044$).

This means that such values and life-meaning orientations as interest in life, emotional saturation of life, satisfaction with life, prestige of profession, work with the possibility to communicate with a lot of people are linked to external positive motivation.

Influence of the degree of sense of life's meaning on professional motivation

In order to study statistical effects in this case we have selected single-factor variation analysis the levels of a factor in which was the degree of formedness of life's meaning. The analysis of the homogeneity of variations has shown (see Table 6) that it is possible to use single-factor variation analysis.

Table 6. Checking the homogeneity of variations of motivational factors

Type of motivation	Statistics by Livin	Degree of freedom df		P - Asymptotic significance (2- sided)
		(1)	(2)	
IM	1,709	2	148	,191
EPM	,699	2	148	,502
ENM	,029	2	148	,971

The results of the single-factor variation analysis are shown in table 7.

Table 7. Results of the single-factor variation analysis

Type of motivation	Variation	Sum squares	of	Average square	F	P - Asymptotic significance (2-sided)
IM	Between groups	4,639		2,319	3,847	,028
	Inside groups	30,144		,603		
	Total	34,783				
EPM	Between groups	1,651		,826	1,901	,160
	Inside groups	21,716		,434		
	Total	23,367				
ENM	Between groups	,061		,031	,016	,984
	Inside groups	93,392		1,868		
	Total	93,453				

Figure 5 shows the graph of an effect of level of life's meaning in internal motivation. Significant differences in average values of internal motivation have been identified.

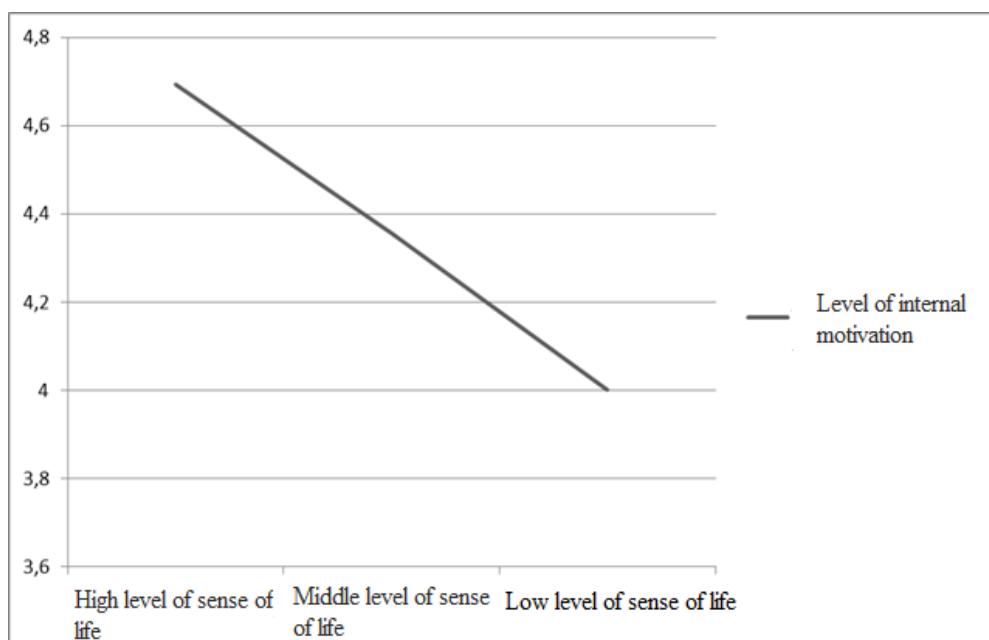


Figure 5. The graph of dependency of internal motivation on the level of life's meaning

As can be seen, when the levels of maturity of life-meaning orientations are low the internal motivation is low as well. With increase of level of maturity, the internal motivation is increased as well. Thus, the total sense of life's meaning determines the internal motivation and, consequently, the structure of motivational complex.

The sense of life's meaning is a phenomenological manifestation of that actual determination of life activity which is produced by the life's meaning. This feeling "confirms" the fact of availability of structures of meaning that condition partial, actively-transforming attitude of a person towards own life. Yet "experience of life's meaning or a life as meaningful is linked not only to



anticipatory availability of goals, plans and intentions. It is linked to the extent of correspondence of those claims (in a broad sense) with their implementation – achievements in a broad sense, which gives the experience of life as meaningful".

Actual life successes strengthen and stabilize the sense of life's meaning which in turn encourages and energizes a person's everyday activity. In other words, experiencing the life's meaning performs the function of not only the initial motivation but also of supporting (positive) feedback in regulation of life activity and also manifests the effectiveness of the way to organize it selected by a person – strategy. If the sense of life's meaning not only anticipates but also results the implementation of a person's life strategy it can be considered as a subjective factor of its productivity and optimality. According to K.A. Abulkhanova (1999), "the meaning of life is not only the future, not only the life's goal but also a psychological "curve" of its constant implementation. That is why, when we reach certain goals in life we not only lose its meaning but on the contrary intensify it, prove it and experience it". Thus, high level of maturity for life's subject itself is a phenomenological confirmation, subjective signal of productive self-actualization, and for a researcher it is an empirical indicator of a life strategy optimal for this subject.

Discussions

Studying psychology-pedagogical literature allows us to state the absence of special research dedicated to the problem of forming individual educational trajectories on the basis of interrelation of needs, motivation, values and sense of life's meaning in the professional sphere. Yet the theoretical and methodological foundations of self-actualization are generalized; self-actualization is perceived as the basis of acmeological development which leads to a person's top achievements including in professional activity (Derkach & Saiko, 2010; Chapayev & Shevchenko, 2012; Kuzmina, Chupina & Zharinova, 2015; Chupina, Pleshakova & Konovalova, 2016; Gabdrakhmanova, Kalimullina & Ignatovich, 2016). The methodology of vocational education is substantiated and includes justification of the need and forming of technological base of assistance to professional self-identification during one's life and a stage of professional training (Dorozhkin & Zeer, 2014; Zeer & Streltsov, 2016). Substantial practical experience has been obtained, and conceptual foundations of forming educational trajectory within the continuous education system are created (Lomakin, 2013). Yet, according to E.F. Zeer & E.E. Symanyuk (2013; 2014), projecting of educational trajectories follows psychologic, that is, individual logic of person's development and is subjectively significant for a person. The content of psychologic is subjective experience of one's being, forecasting one's future based on the reflection of the past and the present and projecting the desired future (Zeer & Symanyuk, 2013; 2014). Subjective significance as a criterion of professional development and the logic of self-development cannot but take into account the specific nature and character of functioning of the motivation and need sphere of a person, hierarchy of professionally significant values and characteristics of sense of life's meaning in general.

The analysis of the problem of the need and motivational sphere of a person has shown that there exist different interpretations of the notion of "value". From the perspective of philosophy, value is understood as:

1. An objective phenomenon related to ideal being;

2. An abstract idea of attributes of due in different spheres of social life;
3. Standard-axiological characteristics of the social mind and social relations;
4. A phenomenon of conscience, subjective attitude of a person to the assessed objects, as a synonym of significance, need and interest.

From the perspective of sociological and socio-psychological approaches, values are defined, on the one hand, as objective phenomenon that reflects the social ideal, and on the other hand, as a phenomenon existing inside a subject as source of a person's activity. According to the sociological approach, specifics of values depends on the historical conditions of the society's development and on a person belonging to this or that socio-cultural context (Yadov, 2000).

The general psychological approach provides controversial interpretations of the problem of values: on the one hand, values are excluded from the scientific research in the theories based on the biological approach, on the other hand, are the important determinant of personality development in descriptive, humanistic and existential psychology (Yanitsky, 2013). From the perspective of psychological schools that do not exclude notion of "value" from scientific research, value is significance for people of some or other material, spiritual or natural objects and phenomena, these are "primary" traits of personality that determine motives of behavior and form dispositions and character. Values are an important link between the society, social environment and a person, its inner world (Zdravomyslov, 1998).

Value orientations are integral, structurally complex, personal formation characterized by certain regularities of interaction of all its psychological components. Each of the components can have independent meaning in the process of forming value orientations (Leontyev, 2007).

Professional motivation is also a multiple-meaning notion: there are two groups of theories that describe this problem:

1. Content-related motivation theories that pay most attention to human needs as factors that are the basis of motives inducing a person's activity.
2. Process motivation theories that analyze the manner in which a person distributes efforts for reaching different goals and how chooses a specific type of behavior.

Professional motivation are specific, conscious types of a worker's internal motive, his actual need or needs that ensure his striving for effective working in accordance with his work goals, specific features and job conditions in a company. The results received during the research correspond to the main provisions stated in works by D.A. Leontyev (2007), M.S. Yanitsky (2013) and V.A. Yadov (2000).

The system of values and value orientations determines one's behavior in the most significant situations of a person's social activity in which a person's attitude towards life activity's goals is manifested, as well as towards means to satisfy those goals and to such circumstances of life that can be determined by the general social conditions, type of society, the system of its economic, political and ideological principles. Social values, seen from the perspective of individual life activities, are a part of a person's psychological structure as personal values which are one of the sources of conscious behavior motivations.



It is beyond argument that values and life-meaning orientations are ones of the many determinants of a person's behavior and motivation, yet research in this direction makes it possible to better understand reasons and models of work activity, as well as individual educational trajectories within the continuous vocational education system.

Conclusion

It is stated that currently the need of the society and a person has developed and methodological and theoretical prerequisites are formed for generalization on a conceptual level of the practice of forming of individual educational trajectories in the continuous education system on the basis of institutionalization of different types and forms of education. We can ascertain that generalization of psychological understanding of the interrelation of values, motivation, needs and sense of life's meaning is a theoretical and methodological basis in the implementation of the continuous education system and projecting individual professional-educational trajectories within the context of scientific-applied approach.

During the empirical research we not only described the character of link between certain values and value orientations and a person's motivation (internal, external positive and external negative) but also values and value orientations which correspond with the best professional motivation of a person. It is stated that for the sample group in general the most valuable are salary, comfort job conditions, competent supervisor and work with like-minded staff. The least valuable is work in one's degree field. For groups with different motivation systems and for the sampling group in general a conflict of the ratio "value – availability" is characteristic. At that, the values which are more valuable for ratees and are located at the top of the value hierarchy are less available while less significant values are more available which leads to internal conflict.

Evaluation of the differences has shown that professional values of those specialists who have a higher level of education and the best structure of professional motivation do not differ substantially from professional values of specialists who do not possess such structure. Yet participants with the structure of professional motivation are more goal-oriented; the process of life for such participants has more meaning, they are more content with their life; also ratees with the best structure of professional motivation are more inclined towards controlling their lives, taking decisions freely and implement them in accordance with their goals than ratees from the group with interim motivation structure. These differences are statistically significant and are not accidental.

The correlation analysis has shown that the external positive motivation is linked to such professional values as prestige of profession and work involving communication with a lot of people. External positive motivation is also linked to the conflict of the ratio between the value of "prospects of career growth" and its availability. Such life-meaning orientations as interest in life, emotional saturation of life, satisfaction with one's life are linked to external positive motivation. In turn, interest in life, emotional saturation of life, self-confidence and possessing enough freedom of choice to build one's life according to one's goals are linked to internal motivation.

Based on the dispersion analysis we have identified the statistically valid effect (influence) of the general sense of life's meaning on the internal motivation and, consequently, on the professional motivation in general.

The article can be useful for researchers, teachers and teaching personnel who specialize in theory and practice of individualization of professional-educational process. The results of the research can also be used by practitioners in psychology-pedagogical assistance in professional self-identification and personality development (psychological services, career centers, professional consulting etc.).

During the research new issues and problems have arisen which require solution. On the theoretical level is it necessary to perform in-depth review of the interrelation between needs, motivation, values and sense of life's meaning in professional sphere as compared to other spheres of a person's life. On the empirical level it is necessary to develop a series of research in various professional and age groups with extended methodological support.

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